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ABSTRACT

This monograph examines the causes of student disruption and proposes some practical solutions, based on the work of Maryland's 1975 Task Force on Educational Programs for Distruptive Youth. Primary purpose of the Maryland task force was to identify appropriate programs for young people who cannot function in the contemporary school setting. To determine the magnitude and nature of disruptive student behaviors, the Task Force analyzed questionnaire data supplied by administrators from schools enrolling 75 percent of Maryland's grades 7-12 students. Based on this analysis, the task force recommended five basic types of programs, including 1) a continuum of alternatives and services for students with problems, 2) human relations training for all segments of the school population, 3) expanded counseling services, 4) community diagnostic/treatment centers, and 5) specialized teacher training. Much of the monograph discusses these five programs, including the assumptions upon which each program is based and the rationale for its adoption. The appendix summarizes responses to the task forces' statewide administrator survey. (JG)

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DISRUPTIVE YOUTH

CAUSES AND SOLUTIONS

National Association of Secondary School Principals
Reston, Virginia

EA 009 898

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FOREWORD

Like a nagging toothache, the discomfort of dealing with student misbehavior is an ever-present reality for administrators and teachers. It is a perplexing problem, indeed.

Aggressive behavior by youth is causing a serious situation both in the schools and on the streets. In fact, problem youths in some schools are of sufficient numbers to threaten the morale of the general student body and the quality of the educational program. A principal forced to spend a majority of time with misbehaving students has precious few hours to devote to program improvement and staff development.

Effective solutions are hard to come by. This monograph, therefore, is of particular significance. It profiles the causes of disruption and proposes some practical, concrete solutions.

The NASSP wishes to commend the Maryland Association of Secondary School Principals and the Maryland State Department of Education for forming a task force on disruptive youth and for developing a "Report on Educational Programs for Disruptive Youth." This most excellent report has been adapted by NASSP for publication. We commend it to you as a manual for action.

Owen B. Kiernan
Executive Director

INTRODUCTION

The formation of a statewide task force in Maryland on programs for disruptive youth was first proposed in 1973 by the *Maryland Association of Secondary School Principals*. Following endorsement by the State Superintendent of Schools and the State Department's Advisory Committee on Legislation, the General Assembly in 1974 passed a resolution creating the task force. After this action, more than 200 representatives of various educational groups met to develop guidelines on the responsibilities and composition of the task force.

The following decisions were made:

- *Purpose*
  The primary purpose of the task force would be to identify programs for youth who cannot function in the contemporary school setting.
- *Composition*
  1. A majority of task force members should *be educators*.
  2. There should be *grass roots involvement* from the local school system leading up to the state level.
  3. The members should be *truly representative*; i.e., geographically, educationally, professionally, socially, economically.

The Task Force on Educational Programs for Disruptive Youth was then formed with 27 members representing school administrators, students, teachers, parents, juvenile justice administrators, and the Maryland State Department of Education. Andrew W. Mason was appointed chairman with Dorothy Handley Ewing as project coordinator.

At the first meeting of the task force on February 25, 1975, six specific objectives were outlined:

1. Define "disruptive youth."
2. Identify the scope of the disruptive youth problem in Maryland.

3. Identify and review existing alternative programs for disruptive youth within the state and nationally through the following:
   a. Visitations
   b. Review of literature and research
   c. Use of consultants.
4. Recommend specific educational programs needed for disruptive youth in Maryland.
5. Assist local education systems in establishing pilot projects.
6. Recommend legislation needed for implementation of needed programs on a statewide basis.

Approaching The Problem

Initially, the task force surveyed the secondary schools of Maryland to identify the specifics about disruptive youth. Of little surprise were the findings that (1) aggressive and withdrawal student behaviors are widespread, (2) violent and criminal acts occur in school settings. Somewhat unexpected was the volume of office referrals. About 35 percent of Maryland's secondary school students displayed behavior that caused teachers to refer them to school administrators.* Clearly, the students identified as "disruptive" were only the tip of the iceberg. A larger and more pervasive problem infected the secondary schools.

Still, the more seriously disruptive students demanded the immediate attention of the task force. The working definition of "disruptive student" as developed and used by the task force was: *A student will be considered disruptive if he (she) has committed a violent act once at school or has been seen in the office at least 10 times for misbehavior.*

Both the data presented in Appendix A and the conclusions which can be drawn from those data are highly significant. Based on questionnaires completed by administrators whose schools contained 75 percent of Maryland's enrollment in grades 7-12, the number of disruptive students was reported to be 15,685, or five percent of the enrollment. Obviously, the presence of that many students who meet this stringent definition of "disruptive" is, in fact, disruptive to a large percentage of other students as well as to the teachers and administrators.

*See Appendix A for a summary of these data.

Equally important is the number of office referrals and the number of students who are the subject of these referrals. When it is realized that the administrators in 293 of Maryland secondary schools reported handling 309,720 office referrals in seven months of school in 1975, the scope of the problem becomes strikingly apparent, particularly from the point of the professional staff's time and energy. It is not just the five percent seriously disruptive students who are causing the staggering number of office referrals. Approximately one-third of Maryland's secondary students are now displaying behavior that is causing teachers to refer them to the school office on an average of three times within seven months.

A problem of this magnitude can be terribly erosive of quality education in the long run. On a day-to-day basis, it causes deep tensions and anxieties, damaging the school environment.

What is the nature of these disruptive behaviors? The Maryland administrators who responded to the task force survey identified the following as the most common types of disruption:

Types of Disruptive Behavior

Most Common Misbehaviors	*Number of Schools Reporting the Behavior as Serious*
Class disruptions	268
Disobedience	268
Insubordination	261
Tardiness	228
Smoking	220
Fighting	214
Truancy	205
Class cutting	205
Profanity	165
Verbal abuse	140
Leaving campus without permission	133
Theft	109
Other Behaviors	
Vandalism	75
Drug possession or usage	73
Obscenity	49
Lying	46
Assault	41
Alcohol possession or usage	35

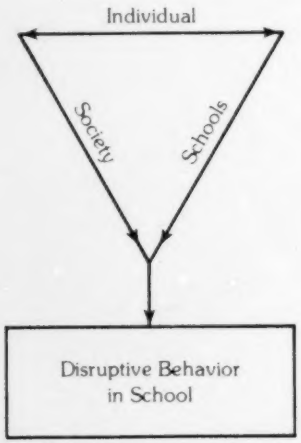
Types of Disruptive Behavior

Other Behaviors	*Number of Schools Reporting the Behavior as Serious*
Extortion	20
Cheating	15
Gambling	10
Forgery	10
Drug distribution	9
Other	7
Arson	3
Weapon possession	2
Weapon usage	1
Riot participation	1

After these data were gathered and analyzed, a series of regional workshops were held to develop strategies for meeting the situation in a constructive manner. Tentative programs of a prescriptive nature were developed. Then 24 local task forces were formed to study and react to these program models.

Next, the proposed programs were reviewed by five statewide task force subcommittees. This was followed by a meeting with representatives from higher education to discuss changes in teacher education proposed in the program models and a meeting with all state agencies concerned with youth to explore interagency cooperation. The task force then completed its report in mid-1976.

CAUSES OF DISRUPTIVE BEHAVIOR



This model reflects a major conclusion of the task force—disruptive behavior is caused by an *interaction of factors* found in (1) the individual, (2) society, and (3) the school. *No one factor is solely responsible.*

Disruptive behavior in schools, therefore, cannot be blamed on a single source; for instance, ineffective school programs or a principal's handling of disruptive problems. Causes are to be found in society and among individual youths as well. Changing school programs or replacing administrators will not resolve the problem of disruptive youth.

Using a one-dimensional approach would be like attempting to "cure" a toothache with an aspirin, a temporary filling, or by extraction (e.g., suspension)—any one of which may work temporarily, but all of which lack long-term effectiveness. *Problems, not symptoms, must be explored.*

Individual Factors

What happens to students when either physical or emotional needs are not met? Three basic patterns emerge:

1. They become aggressive (or *fight*).
2. They withdraw (or *flight*).
3. They compromise.

An emotionally disturbed student may run into conflict with the expectations of a school. Consequently, out of frustration, despair, and debased self-esteem the student responds by either aggressive disruption in the classroom (fight), or withdrawal and self-alienation (flight). *Social, not individual, factors are most responsible* for the growth in negative behaviors, however.

Social Factors

The task force identified 10 major factors in American society which tend to contribute to the disruptive behavior of youth. Among the sources for this information was a paper entitled "Disruption and Vandalism in Schools; Causes and Some Solutions," prepared by Bernard R. Davis, research associate with NASSP.

The factors affecting student behavior are:

1. Population mobility.
2. Disintegration of the family.
3. Economic disparity.
4. Impact of mass communication; e.g., TV.

5. Racial hostility and conflict.
6. Employment changes; e.g., lack of job opportunities for youth.
7. Values change, with no clear societal standard.
8. Prolonged adolescent dependency and rise of a youth subculture.
9. Increased consumerism and passivism among Americans.
10. Large institutions, including schools.

None of these factors stands alone. They overlap often with the psychological or physiological factors found in individual students. For example, population mobility together with an increased urbanization has produced damage to the family structure, social uncertainties, value conflicts, and feelings of alienation and frustration. These feelings, as noted above, lead to disruptive behavior on the part of individual students.

School Factors

Do these factors concerning individuals and society today mean that schools are to take *no* responsibility for causing disruptive youth? Not at all, for many schools possess characteristics which may intensify the impact on students of the social changes cited above. This also contributes to student disruption.

For instance, some schools may be too large, producing alienation and anonymity among students. Also, many positive student behaviors are often ignored, with only academic and athletic achievement being rewarded. Students may feel alienated from the school because they seldom participate in making decisions related to school policy. Some schools do not have clearly understood codes of student behavior. Furthermore, the wide range of cultural and economic backgrounds found among today's students places increased demands on a staff which often lacks the understandings and competencies to deal with problems created by social diversity.

It must be emphasized that "school factors" alone do not cause the problem. As the central finding of the task force states: *It is the* interdependency *of individual, school and social factors which causes disruptive behaviors.*

Some Initiatives

Top priority must be given to securing and coordinating total community involvement. This includes participation of educators, students, parents, social agencies, businesses, the professions, labor

groups, and all branches of government. Only coordinated effort will lead to effective solutions.

Further, the schools must emphasize human relations. This will require interpersonal training for all segments of the school population, including staff and students, in order to eliminate communication blocks, intergroup and intercultural conflict, and prejudicial behavior in schools. Each of these problems contributes to the general problem of student disruption.

A system for diagnosing "disruptive" behavior is needed. The funding, organization, and evaluation of program solutions are additional initiatives that need to be taken. Finally, of central importance is the improvement of teacher preservice and inservice education programs.

These elements may be found in the five basic types of program recommended by the task force. The proposed programs are interdependent and somewhat overlapping. Administrators should assess the specific needs of their own school systems before selecting from the recommended alternative solutions.

The five basic program types identified and recommended by the task force are:

- A continuum of alternatives and services for students with problems.
- Human relations training for all segments of the school population.
- Expanded counseling services.
- Community diagnostic/treatment centers.
- Specialized teacher training.

A description of each program, including the assumptions upon which it is based and a rationale for its adoption, is presented below.*

*Descriptions of the five MASSP task force program models are available from Maryland State Department of Education, Box 8717, BWI Airport, Baltimore, Md., 21240.

ALTERNATIVES AND SERVICES FOR STUDENTS WITH PROBLEMS: A CONTINUUM

RATIONALE

Educators are increasingly aware that students who impede or prevent school from being a successful learning environment for themselves and others include students with learning disabilities as well as those able to learn easily. Special education programs provide alternatives and services to the former; this recommended continuum is designed to provide alternatives and services to the latter.

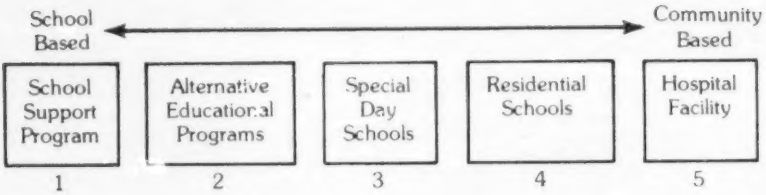
ASSUMPTIONS

1. A reasonable standard of school achievement and behavior is expected from all students and staff.
2. Programs for handling negative behavior must be intertwined with the total education policy and resources of the community.
3. No single answer is applicable to handling all cases of disruptive behavior.
4. Rather than labeling children, label services which can provide appropriate educational alternatives.
5. Emphasis should be given to providing the service needed through diversified programs at the classroom level.
6. Increased teacher support and training are needed for special programing.

OBJECTIVES

- To increase the capability of regular school staff to meet the special academic and behavioral needs of students who experience difficulty in meeting school expectations.
- To build in extra support to prevent student disruption.
- To provide extra services for disruptive students.
- To provide for students who may not be disruptive but who seek alternatives.

MODEL



1. School Support Program

Purpose: Provide support and assistance to students who exhibit problem behaviors and to their teachers. A school-support teacher would: 1. give direct, immediate help to students who are having problems with academic tasks, interpersonal relations, and/or self-organization; and 2. assist classroom teachers and other staff members in planning and initiating changes needed in the educational programs of these students. A school-support center would also be developed to increase the options available for students, as well as for teachers, counselors, and administrators.

Support Requirements: The task force believes that there should be one school-support teacher for every 500 students in a school. Where a school population is more prone to have academic or behavioral difficulties, a lower teacher-student ratio would be needed. In addition, there should be a specially trained paraprofessional on regular assignment to the school-support center.

It is crucially important that the school-support teacher be carefully selected. Demonstrated knowledge and competencies in the following areas are essential:

- Techniques of behavior management
- Wide range of assessment instruments and approaches
- Instructional alternatives fitting a wide variety of subjects and abilities
- Individual and group counseling processes
- Designing of educational management plans
- Human relation skills with youth and adults of heterogeneous makeup.

In addition to staffing, requirements for the school-support center include: 1. supervision by a special department, 2. facilities easily accessible to students and faculty which permit both individual counseling and group work, and 3. structured referral and evaluation procedures.

Models: While there are many schools with programs labeled "Resource Room" or "Crisis Intervention Center," the task force found no model which fulfilled the purpose or met the requirements of its recommended school-support center. The Mark Twain School-Based Program in Montgomery County, Maryland, does include many elements of the model, however. Information about the centers which operate in selected secondary schools may be obtained from: Office of School-Based Programs, Mark Twain School, 1551 Avery Road, Rockville, Maryland, 20852, (301) 760-4350.

2. **Alternative Educational Programs**

A. In-school programs

Purpose: Provide a variety of academic programs within the same school, or a cluster of schools, which present substantial variations in methodology and program offerings. One of the primary functions of the school support center is to encourage the establishment of such alternatives through the creative use of staff and space.

Examples of in-school alternatives are:

- Individualized programs
- Work experience linked to career development, beginning at middle school/junior high level
- Elementary prevocational programs
- Remedial programs to develop basic skills
- Full implementation of special education continuum for the handicapped
- Programs for the gifted
- Interdepartmental programs.

B. *Out-of-school programs*

Purpose: Provide programs in other settings sponsored by a school or cluster of schools which provide substantially

different options from the traditional secondary school. For some students today a program confined to a school building is not appropriate. Alternatives within the community which maintain contact with the parent school or cluster of schools are needed to serve these students. The School Support Teacher may help identify candidates and counsel students into these alternative programs.

Examples of non-school setting alternative programs are:

- internships
- aideships
- apprenticeships
- general work experience
- community college classes
- store-front schools.

Support requirements for both in-school and out-of-school programs:

1. Flexibility in scheduling
2. Staffing to provide alternative teaching styles within schools
3. Increased individualized counseling concerning alternatives, including parent involvement
4. Emphasis on decision-making skills in all programs
5. Provision of transportation between programs.

3. Special Day Schools

Purpose: The major purpose of the schools should be to provide an educational program for preadolescents who are having difficulties in human relations or learning programs so *that these students can return and function effectively in a lower level continuum service.*

Support Requirements: The special school should be staffed by personnel who have training and skills in working with students with special needs. Staff should be assigned on the basis of 1:10 in the classroom with additional support personnel to meet the needs of the students and the program.

The physical facility of the school should be selected, or preferably built, to provide an environment appropriate for

this type of student. It should accommodate the small groups of students based on age, physical maturity, and social development for classwork. In addition, there should be special areas available for the many specialized activities of this type of student. Trouble spots such as large lavatories and cafeterias should be avoided.

The goal should be to keep students at this special school *for as short a period of time as necessary*—generally from *six months to two years*. This school should be planned to accommodate approximately two percent of the student population in a typical school district.

In large school districts there should be a similar school for children who will need a longer placement in a program of this nature.

4. **Residential School**

Purpose: The major purpose of this school should be to provide an educational program for *up to 100 youths in need of day and night supervision*. There should be both *an instructional program* and *a therapeutic program* formulated by the staff of the unit for each child. Communication should be maintained between the child and his family by mental health professionals in order to foster mutual growth and understanding.

Support Requirements: The residential school should be staffed by educators, health professionals, and recreation specialists with training and skills to work with children in need of this level of service. The ratio of staff should be 1:4.

The physical facility should be located in an area that would assure access by the families of the children enrolled. The building should allow for separating the academic-therapy rooms, the sleeping-dining area, and the kitchen-recreational area. The grounds should provide for playing fields and outdoor recreational activities.

5. **Hospital Facility**

Purpose: The goal of the hospital should be to provide a comprehensive therapeutic program for emotionally and mentally disturbed adolescents to minimize their disabilities and to promote their recovery and rehabilitation.

In addition to the in-patient program for students requiring full-time hospitalization, there should also be provision for

students attending day school to receive medication and therapeutic support at the hospital on an out-patient basis.

Support Requirements: The hospital program should have three major emphases: clinical, educational, and therapeutic. It should be staffed by psychiatrists, psychologists, nurses, counselors, educators, social workers, and paraprofessionals on a ratio of one staff member for each two patients. All personnel need special training in working with disturbed youngsters.

The hospital should be housed in a separate, specially-designed building to allow for the proper arrangement of the many area needs: academic, recreational, occupational, and therapeutic rooms; bedrooms and dining areas for patients and staff; and private visiting quarters. The grounds should be enclosed to assure privacy and security for disturbed youngsters.

HUMAN RELATIONS AND INTERPERSONAL TRAINING FOR THE STUDENTS AND ADULTS

RATIONALE

The general problem of school disruptions can be divided into four sub-problems:

- Poor communication
- Intergroup conflict
- Intercultural conflict
- Prejudicial behavior.

Poor communications are manifested among and between students, school staff, parents, and community members resulting in unclear expectations and misunderstandings regarding appropriate behaviors. Without clear communications, therefore, intergroup

conflict, intercultural conflict, and prejudicial behavior are almost guaranteed. Part of the solution, then, must be in human relations training for all those involved.

ASSUMPTIONS

1. Individuals and groups have an innate desire to grow.
2. Most people have a desire to communicate and work at levels which are more effective than the ones at which they are currently functioning.
3. Behavior and attitudes can be changed.
4. The success of a human relations program is dependent upon the administrators and teachers modeling and supporting what they define as desired behavior.

OBJECTIVES

The task force, believing that each system's needs do vary, has available four general models describing activities which will:

- Improve *communication* skills among and between staffs, students, parents, and community groups;
- Reduce the incidence of *intergroup conflict* in the school community, or at least use conflict as a vehicle for positive change;
- Reduce *intercultural conflict* and increase intercultural understandings; and
- Reduce *prejudicial behavior*.

MODELS

The four models designed for human relations training (one to meet each of the objectives listed above) will all involve dealing with sensitive issues; therefore, a participatory leadership style is an integral part of all four models.

Support Requirements: Participant involvement in planning, implementation, and evaluation raises the level of participants' commitment to desired changes.

Staffing: The major activities in all four models are workshops and inservice training for staff. To implement these successfully, *a coordinator or full-time human relations specialist will be needed*. In addition, there will be *consultant, secretarial*, and *material needs*.

EXPANDED COUNSELING SERVICE

RATIONALE

The involvement of at least a third of today's student population in disruptive behavior sufficient to cause office referral clearly emphasizes the need for expanding counseling services for youth.

ASSUMPTIONS

1. Expansion of counseling services will necessitate a change in the school counselor *role*.
2. Counselors will be able to become resource persons, facilitating and coordinating the provision of many varied services to students, staff, and community resource people.

OBJECTIVES

Aims in an expanded counseling service lie in three major areas:

- To provide indirect preventative programs (i.e., programs which deal with people, facilities, and materials in the environment which can cause disruptive behavior).
- To provide direct prevention to help the student develop effective skills for interacting with the environment.
- To provide direct remedial programs for disruptive students.

MODELS

1. *Indirect preventative programs*

   A. Parent education
   B. Staff development in human relations
   C. Relevant curricular offerings
   D. Student involvement in decision making
   E. School community articulation
   F. Student informal use areas
   G. Extended day services
   H. Coordinated referral services.

2. *Direct preventative programs*

   A. Communication skills
   B. Decision-making skills
   C. Self-management strategies
   D. Education for parenthood

E. Student leadership curriculum
F. Human growth and development curriculum
G. Group procedures for self-understanding
H. Career exploration
I. Psychodrama.

3. *Direct remedial programs*

A. Counseling activities

- Individual
- Counseling with problem groups
- Staff-teaming
- Parent consultation
- Program planning and placement
- Referral services.

B. Student crisis center (school support center)
C. Classroom management
D. Work experience arrangements.

The task force has available models for the following:

A. Parent education
B. Communication skills
C. Decision-making skills
D. Self management skills
E. Peer counseling
F. Group counseling
G. Student crisis center.

COMMUNITY DIAGNOSTIC-TREATMENT CENTER

RATIONALE

The center is needed as part of the problem solution because it would serve a means for *coordinating* the present fragmented diagnostic procedures used by the many agencies and individuals who work with youth.

OBJECTIVES

The general objectives of a community diagnostic-treatment center are three:

- To identify early developmental problems resulting from physical, emotional or learning disabilities.
- To diagnose and consult with parents and involved professionals regarding children with special needs.
- To coordinate home, school, and community in comprehensive planning for the individual child and his needs.

MODEL

One such center now exists in Maryland—the Rock Creek Diagnostic Center in Frederick County. The task force model is based largely on that program.

Purpose: A diagnostic-treatment center should serve the youth of a community from birth through age 20 with a variety of diagnostic and treatment services which can be used to produce programs to aid the child toward normal development. Each community agency with responsibilities for youth will be involved in management of the facility and will offer services of a diagnostic and treatment nature where possible. All of the agencies can avail themselves of the services and take part in the cooperative planning of programs for the child in order to remedy the diagnosed problems. Funding by the elected governmental officials with fiscal authority is proposed. Citizens, professional people, and groups who have concern and responsibility for the children of the community would have access to this service.

The Rock Creek experience suggests that one center can serve a community of approximately 100,000 persons; about 25,000 to 30,000 of whom are under 21 years of age. Referrals may come to the center from public and private schools and from agencies, parents, physicians, and dentists. The children are referred because of suspected physical, emotional, and learning disabilities which the referring agency or person feels need closer evaluation and treatment.

Support Requirement: The center would be managed by an *interagency board* consisting of a representative from each participating group. A *coordinator* would direct the activities of

the regular and consultant staff. If possible, there should be a *school-community center liaison officer* to oversee implementation of prescribed treatment programs in the school and community. The staff would vary in terms of the needs and resources of the community. This staff could include a health nurse, dental health coordinator, social worker(s), occupational therapist, physical therapist, psychologist, speech pathologist, child psychiatrist, and educational diagnostician.

SPECIALIZED TRAINING FOR TEACHER CANDIDATES

RATIONALE

If the objectives of the models are to be achieved, new training programs are required.

The task force believes that:

1. Preservice: Major changes are needed in the undergraduate training programs for *all classroom teachers*.
2. Inservice: New graduate level programs are needed in Maryland's institutions of higher learning to train teacher specialists to work with problem students and staff.

Preservice Training Programs

Assumptions: The task force believes experience and research demonstrate that the most effective training programs for teachers who would serve disruptive youth include the following characteristics:

- The teacher candidates are self-selected
- The program is action oriented
- The competencies learned are actually needed on the job
- Experience is acquired by pragmatic means. Trainees work on actual cases and wherever possible in authentic school situations.

Objectives: A meeting with representatives of 21 of the state's 22 teacher-training institutions resulted in a general agreement that undergraduate training programs need to be revised to achieve the following:

- Mastery of specific competencies needed by teachers
- Training in a variety of learning styles
- Experience in coordinating special programs with regular classroom instruction
- Ample time for working with parents and community agencies
- Ample time for working with professional associations
- A full year of student teaching in both urban and suburban or rural setting
- A follow-up of graduates to assess successes and problems
- A continuum of training, fusing theory with practice and preservice with inservice training.

Model: While the task force recommended no single preservice, undergraduate teacher training program, its exploration of the teacher-center approach to teacher training led the members to support the establishment of teacher centers throughout the state. These centers would handle both preservice and inservice training, providing opportunities for professional growth and development. While working in a regular job setting teacher candidates and experienced teachers could affiliate with the center to:

- Examine and reexamine objectives
- Explore and utilize new materials
- Develop talents and interests
- Stimulate and motivate self and others
- Facilitate teacher input and involvement in decision making and curriculum design
- Initiate interaction among students, teachers, parents, administrators, and community agencies.

Inservice or Graduate Programs for training teacher specialists to work with problem students.

The task force has models for a 15-month graduate level program and for a 10-month inservice program for preparing teacher specialists to work with students described as disruptive, delinquent,

socially maladjusted, and/or exhibiting disfunctional behavior. Both of these models, developed by Raymond Bell of Lehigh University, have three identical aims:

- *To develop diagnostic and remedial techniques*. Since numerous studies show that many children displaying problem behavior have deficiencies and difficulties in basic skills in mathematics and reading, the teacher specialist must be able to diagnose the causes and to write and implement prescriptions to alleviate the problems.
- *To develop crisis-intervention skills*. Both low self-esteem and related inappropriate decision-making processes which lead to conflict with teacher, school, and community must be dealt with simultaneously, often before the learning deficiencies can be dealt with. Crisis-intervention skills should be developed as part of the training model.
- *To acquire knowledge of the community*. In order to deal effectively with the problems of disruptive youth it is necessary to have an understanding of the community; and, even more importantly, it is necessary to have a real or pragmatic knowledge of the structure of the agencies in the local community and a recognition of the political power structure and the personalities involved. The three areas of concern are neither independent nor mutually exclusive. They *interdependently* overlap and interact.

MODELS

1. *Graduate Program Model*

The graduate level program is an intensive program to be conducted by an Institute of Higher Education (I.H.E.) in cooperation with selected local school districts where significant numbers of problem youth can be identified. The recommended length of the program is 15 months and would consist of three phases: preservice, inservice, and terminal.

A. In the 16-week preservice phase the student teachers would spend half of each working day in schools with teachers identified as being most effective in "turning on the turned-off youth." Here they could develop their teaching competencies under the supervision of the master teacher and the university specialist. In the late afternoon and evening their time should be spent in working with the community agencies, dividing

their efforts between involvement with the community centers and assisting in the police/probation office and the juvenile detention facilities.

Each afternoon they would meet with I.H.E. instructors in seminars to discuss their on-the-job experiences and problems. Much of this time should be spent in role playing, case study, and problem solving. Resource people may be used, including probation officers, street workers, inmates, drug counselors, addicts, juvenile court judges, institutional administrators, and teachers. Visits to court, juvenile correctional facilities, and drug centers would be included. Emphasis would be upon the development of initial diagnostic, remedial, and crisis-intervention skills.

B. The second phase—the core of the program—would be a *one-year internship* in which the individual would be employed as a teacher in an appropriate school setting. During this time the teachers will be visited at least biweekly by I.H.E. staff with expertise in diagnostic and remedial teaching, curriculum, and crisis intervention. Seminars and tutorials, where the emphasis is upon solving specific problems, can be held in the school setting rather than at the I.H.E.

C. The final phase of the program would be a *12-week integrating experience on campus*, where the interns meet to evaluate both the program and their experiences and to add more theoretical structure to the practical experience of their internship.

Instructional personnel for the program might be drawn from the following areas depending upon availability and expertise:

Social and Emotional Disturbance
Learning Disabilities
Media and Technology
Remedial Diagnostic and Prescriptive Teaching
Reading
Mathematics
Juvenile Delinquency
Social Disorganization
Curriculum Design
Criminology
Law Enforcement and Corrections
Police, Probation, and Parole
Drug Abuse
Counseling
Crisis Intervention
Urban Problems
Community Relations
Family Counseling

It is also recommended that a separate professional credential be established to be awarded graduates of such programs.

2. *Inservice Model*

The task force inservice model, while less ambitious than the graduate level model, may have greater attraction for educational administrators in the field. It is *cheaper, involves personnel already employed, is more limited in scope,* and while dealing with the same general competencies, will not result in as highly trained specialists.

This is a 10-month program for a cadre of 10-15 teachers in each of three to five school districts. Each would be assigned a case load of problem students not to exceed 20. The function of the teacher for the 10 months would be that of a crisis-intervention specialist. A benefit of this inservice program is that the cadre of teachers may become a resource for their colleagues in the schools.

Both of these models for training teacher specialists necessitate *extensive planning* for effective implementation. Raymond Bell of Lehigh University could provide assistance in implementing these models.

SUMMARY RECOMMENDATIONS OF THE TASK FORCE

Considering the experience and information obtained through this comprehensive study of programs for disruptive youth, the task force makes the following recommendations:

1. All segments of each local school district—educators, students, parents, agencies serving youth, businesses, the professions, labor, and all branches of the government—should join in an interdependent effort to identify and implement the programs needed to diagnose, prevent, and treat disruptions to the learning environments in their schools.

2. The Maryland State Board of Education should study this report and endorse it through the following actions:

A. Publish and distribute this report widely throughout the state and to all segments of each local school district.

B. Direct the State Superintendent of Schools to designate a staff member, preferably within the Division of Instruction, to serve as coordinator of the efforts needed to secure implementation of the prescribed programs. This person should do the following:

- Prepare a budget request for state funds to be presented by the State Board to the State Legislature for funding of programs prescribed in this report. The request should avoid further labeling of students by designating the types of services for which aid is needed; not the type of youth. Furthermore, it should include a cost accounting and reward system to encourage early return of students from special placement to regular programs in their schools.
- Collect and disseminate information on programs needed to serve students who have behavior problems.
- Assist local school districts in assessing which programs are needed in their communities.
- Assist local school districts in evaluating existing programs for students with problems.

C. Appoint a state advisory council which is representative of groups within the state to advise and assist the Maryland State Department of Education in securing the implementation of the prescribed programs.

D. Implement a statewide system for collecting data on the suspension of students from school as a basis for further study of the scope and types of behavior problems being displayed by Maryland's youth.

E. Establish a task force to study changes in certification requirements for education personnel. Such a study should include consideration of the following:

- Developing certification requirements for the specialists designated as school support, crisis intervention, or resource room teachers.

- Establishing of standards for approval of graduate level programs that train teacher specialists to work with youth who have behavior problems and school faculty.
- Separating certification requirements for junior high/middle school teachers.
- Establishing a two-year internship for beginning teachers which would result in tenure upon successful completion.
- Giving increased attention to the inclusion of training in the following areas in the preservice program of all teachers:
  (1) Developmental psychology of adolescence
  (2) Relationships of adolescent with self, peers, parents, and community
  (3) Intercultural understandings
  (4) Diagnostic, prescriptive instruction
  (5) Classroom management techniques
  (6) Communication skills
  (7) Counseling group dynamics.

3. The State Board of Higher Education should establish a pilot graduate program to train teacher specialists to work with students with behavior problems and with their school teachers.

4. The local boards of education should assess local needs in light of this report and identify which of the prescribed programs are most needed by their communities:

A. An on-going advisory council representative of the total community (school system, students, parents, agencies serving youth, businesses, the professions, labor and all branches of government) should be convened to investigate and combine the resources necessary for the creation and coordination of alternative programs.

B. A primary, initial emphasis should be given to the inservice training of staff in communication skills and intercultural understandings.

C. A concerted effort should be made to fund needed programs through the reallocation of local funds and fuller utilization of available federal funds.

D. The State Department of Education should be notified of assistance needed in establishing programs.

5. Local governmental officials, such as county commissioners and the Baltimore City Council, should study this report, assist in determining local needs, and provide adequate funds to implement needed programs.

6. The professional associations should study this report and actively support its implementation. Each must lead its members in assessing their responsibilities and in identifying what changes they must make to better serve today's youth so that disruptions to the learning environments in our schools may be diagnosed, prevented, and treated.

7. The members of the General Assembly should study this report and appropriate additional state funds to enable local school districts to implement the prescribed programs most urgently needed.

APPENDIX A
SECONDARY SCHOOL SURVEY
DISRUPTIVE STUDENTS AND DISRUPTIVE BEHAVIOR

Grade Level	Number of Students Represented by Survey	Number of Disruptive Students	Percentage of Disruptive Students	Number of Office Referrals	Number of Different Students Referred to Office	Percentage of Different Students Referred to Office
7th	54,822 75% of Total State Enrollment	3,607	7%	65,077	25,018	46%
8th	55,877 76% of Total State Enrollment	3,705	7%	77,513	21,956	39%
9th	54,643 74% of Total State Enrollment	3,420	6%	70,764	21,667	40%

10th	51,191 72% of Total State Enrollment	2,280	5%	44,029	15,520	30%
11th	47,246 75% of Total State Enrollment	1,619	3%	31,637	13,101	28%
12th	42,138 75% of Total State Enrollment	1,054	3%	20,700	8,849	21%
TOTAL	305,917 73% of Total State Enrollment	15,685	5%	309,720	106,111	35%

APPENDIX B

Excerpt from
Senate Resolution No. 74
1974 General Assembly
State of Maryland

"RESOLVED BY THE SENATE OF MARYLAND, That the State Superintendent of Schools be requested to appoint a special task force *to make an indepth study of the changes needed in the educational systems throughout the state to enable the schools to work effectively with the increasing percentage of youth who cannot function within regular school programs and to develop suitable alternative programs.*"

APPENDIX C

MEMBERS OF THE TASK FORCE ON PROGRAMS FOR DISRUPTIVE YOUTH

A majority of the task force represents a cross-section of the education system K-12. The minority includes parents, students, and community representatives. Together they represent all sections of the state. Grass roots involvement was secured with the holding of the three regional workshops during the first year and the organization of 24 local task forces in the second year. Both the local groups attending the workshops and the local task forces were a representative cross-section of the local system.

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